



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 11121314  
SAU: Mount Desert School Department  
School: Mt Desert Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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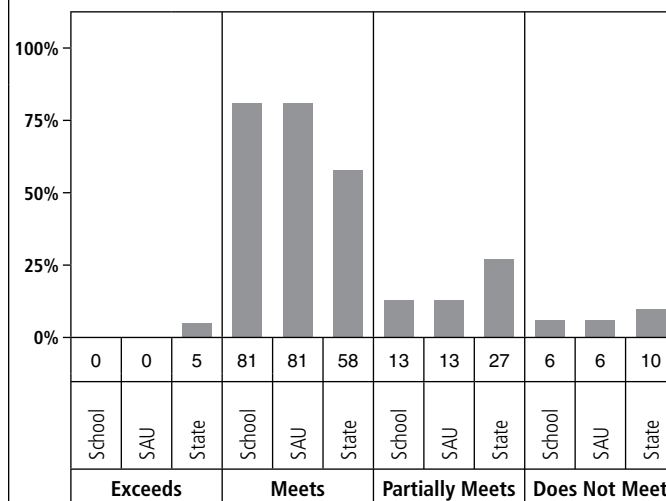
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: Mount Desert School Department  
School: Mt Desert Elementary School

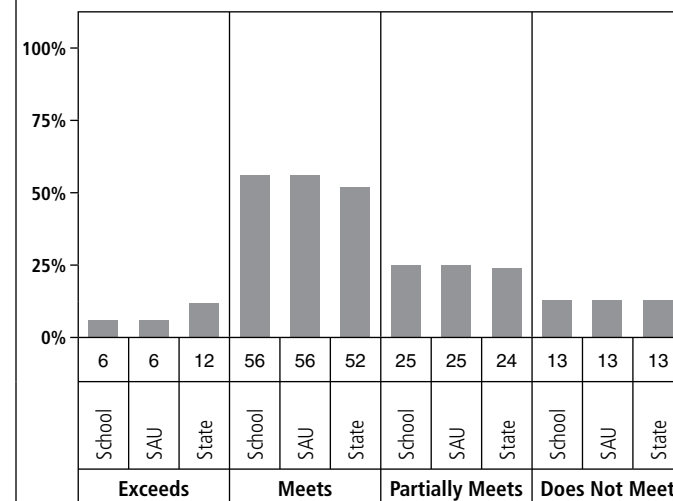
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	551	551	544
2006–2007	553	553	544
<b>2007–2008</b>	<b>547</b>	<b>547</b>	<b>545</b>
Cum. Avg. *	550	550	544
<b>Mathematics</b>			
2005–2006	545	545	543
2006–2007	556	556	546
<b>2007–2008</b>	<b>544</b>	<b>544</b>	<b>546</b>
Cum. Avg. *	547	547	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	546	546	541
<b>2007–2008</b>	<b>542</b>	<b>542</b>	<b>538</b>
Cum. Avg. *			

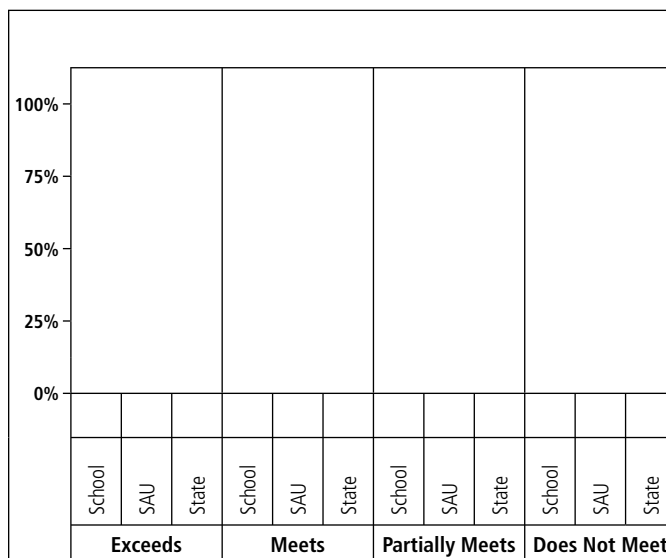
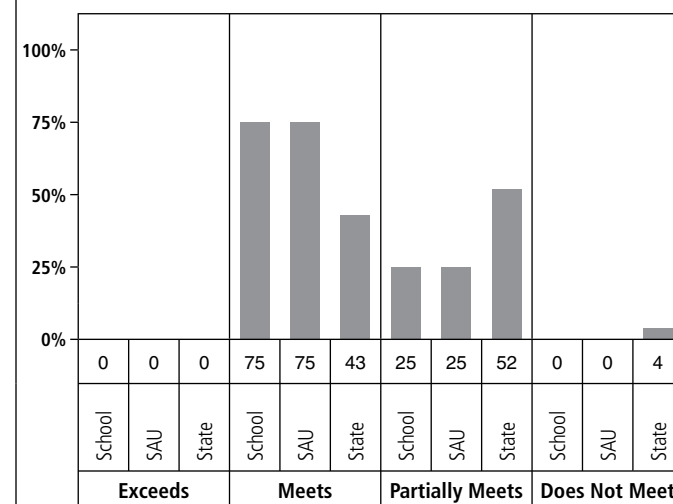
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: Mount Desert School Department  
School: Mt Desert Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	16	100	16	100	14240	100	16	100	16	100	14157	100	16	100	16	100	14156	100					16	100
<b>Ethnicity</b> African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	1	6	1	6	178	1	1	100	1	100	170	97	1	100	1	100	174	99					1	100
Caucasian/White	15	94	15	94	13339	94	15	100	15	100	13274	100	15	100	15	100	13267	100					15	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	2	13	2	13	2555	18	2	100	2	100	2528	99	2	100	2	100	2526	99					2	100
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
<b>Economically disadvantaged</b>	3	19	3	19	5574	39	3	100	3	100	5528	99	3	100	3	100	5531	99					3	100
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	14	88	14	88	11042	78	14	88	14	88	11006	77					14	88
Identified disability (PET/IEP)	0	0	0	0	396	4	0	0	0	0	404	4					0	0
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	1	7	1	7	134	1	1	7	1	7	133	1					1	7
<b>Participation with accommodations</b>	2	13	2	13	2974	21	2	13	2	13	3014	21					2	13
Identified disability (PET/IEP)	2	100	2	100	1996	67	2	100	2	100	1986	66					2	100
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	0	0	0	0	76	3	0	0	0	0	77	3					0	0
Other	0	0	0	0	766	26	0	0	0	0	801	27					0	0
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	136	1	0	0	0	0	136	1					0	0
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0					0	0
<b>Non-participation – other</b>	0	0	0	0	64	0	0	0	0	0	61	0					0	0

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Mount Desert School Department  
School: Mt Desert Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	4	15	4	15	721	5
	2006-2007	1	8	1	8	702	5
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>659</b>	<b>5</b>
	Cum. Total*	5	9	5	9	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	20	74	20	74	7571	53
	2006-2007	12	92	12	92	7730	55
	<b>2007-2008</b>	<b>13</b>	<b>81</b>	<b>13</b>	<b>81</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	45	80	45	80	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	2	7	2	7	4343	30
	2006-2007	0	0	0	0	4182	30
	<b>2007-2008</b>	<b>2</b>	<b>13</b>	<b>2</b>	<b>13</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	4	7	4	7	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	1	4	1	4	1628	11
	2006-2007	0	0	0	0	1419	10
	<b>2007-2008</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	2	4	2	4	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	31.1	64.8	31.1	64.8	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	16.6	69.2	16.6	69.2	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.5	60.4	14.5	60.4	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Mount Desert School Department  
 School: Mt Desert Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	16	0	0	13	81	2	13	1	6	547	16	0	81	13	6	547	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	15	0	0	13	87	2	13	0	0	548	15	0	87	13	0	548	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2392	0	26	42	31	536
No	14	0	0	12	86	2	14	0	0	548	14	0	86	14	0	548	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	16	0	0	13	81	2	13	1	6	547	16	0	81	13	6	547	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	3										3						5454	2	48	35	15	541
No	13	0	0	10	77	2	15	1	8	545	13	0	77	15	8	545	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	16	0	0	13	81	2	13	1	6	547	16	0	81	13	6	547	14011	5	58	27	10	545
<b>Gender</b>																						
Female	11	0	0	9	82	1	9	1	9	546	11	0	82	9	9	546	6766	7	62	24	8	546
Male	5	0	0	4	80	1	20	0	0	549	5	0	80	20	0	549	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1751	1	35	44	21	538
No	15	0	0	12	80	2	13	1	7	546	15	0	80	13	7	546	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	0										0						464	27	71	2	1	557
No	16	0	0	13	81	2	13	1	6	547	16	0	81	13	6	547	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Mount Desert School Department  
 School: Mt Desert Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	2	42	34	22	540
B. less than one hour	63	0	0	9	90	1	10	0	0	549	63	0	90	10	0	549	66	5	60	27	9	545
C. one to two hours	38	0	0	4	67	1	17	1	17	543	38	0	67	17	17	543	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	19	0	0	2	67	1	33	0	0	549	19	0	67	33	0	549	31	7	63	23	7	547
B. They match some of what I have learned.	56	0	0	7	78	1	11	1	11	545	56	0	78	11	11	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	25	0	0	4	100	0	0	0	0	549	25	0	100	0	0	549	11	2	42	37	19	540
D. There is no match.	0										0						3	1	30	38	31	536
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	25	0	0	4	100	0	0	0	0	551	25	0	100	0	0	551	30	10	68	16	6	549
B. good	56	0	0	8	89	1	11	0	0	548	56	0	89	11	0	548	53	3	59	29	9	544
C. fair	19	0	0	1	33	1	33	1	33	539	19	0	33	33	33	539	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	25	0	0	4	100	0	0	0	0	549	25	0	100	0	0	549	17	3	45	32	19	541
B. about the same as my regular schoolwork	69	0	0	8	73	2	18	1	9	546	69	0	73	18	9	546	67	5	62	26	7	546
C. easier than my regular schoolwork	6	0	0	1	100	0	0	0	0	544	6	0	100	0	0	544	16	6	59	26	9	545
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	56	0	0	6	67	2	22	1	11	542	56	0	67	22	11	542	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	44	0	0	7	100	0	0	0	0	553	44	0	100	0	0	553	31	9	68	18	6	548
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	13	0	0	2	100	0	0	0	0	555	13	0	100	0	0	555	18	8	64	20	8	547
B. 20 minutes to an hour	81	0	0	10	77	2	15	1	8	545	81	0	77	15	8	545	56	5	62	25	7	546
C. less than 20 minutes	6	0	0	1	100	0	0	0	0	552	6	0	100	0	0	552	12	2	50	32	15	542
D. I rarely read at home.	0										0						13	1	44	38	17	540
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	14	0	0	1	50	0	0	1	50	536	14	0	50	0	50	536	26	3	51	32	14	542
B. six to ten pages	14	0	0	2	100	0	0	0	0	547	14	0	100	0	0	547	28	3	59	28	9	544
C. eleven or more pages	71	0	0	9	90	1	10	0	0	549	71	0	90	10	0	549	47	7	63	23	7	546
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Mount Desert School Department  
School: Mt Desert Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	4	15	4	15	1415	10
	2006-2007	3	23	3	23	1711	12
	<b>2007-2008</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>6</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	8	14	8	14	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	12	44	12	44	6503	45
	2006-2007	10	77	10	77	6778	48
	<b>2007-2008</b>	<b>9</b>	<b>56</b>	<b>9</b>	<b>56</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	31	55	31	55	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	6	22	6	22	3945	28
	2006-2007	0	0	0	0	3884	28
	<b>2007-2008</b>	<b>4</b>	<b>25</b>	<b>4</b>	<b>25</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	10	18	10	18	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	5	19	5	19	2434	17
	2006-2007	0	0	0	0	1683	12
	<b>2007-2008</b>	<b>2</b>	<b>13</b>	<b>2</b>	<b>13</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	7	13	7	13	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.2	48.0	7.2	48.0	9.0	60.0
Cluster 2: Shape and Size	14	29	8.1	57.9	8.1	57.9	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	2.2	44.0	2.2	44.0
Cluster 4: Patterns	14	29	8.4	60.0	8.4	60.0	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Mount Desert School Department  
 School: Mt Desert Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	16	1	6	9	56	4	25	2	13	544	16	6	56	25	13	544	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	15	1	7	9	60	4	27	1	7	546	15	7	60	27	7	546	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2390	2	29	34	35	534
No	14	1	7	9	64	4	29	0	0	547	14	7	64	29	0	547	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	16	1	6	9	56	4	25	2	13	544	16	6	56	25	13	544	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	3										3						5461	5	46	30	19	541
No	13	0	0	8	62	4	31	1	8	543	13	0	62	31	8	543	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	16	1	6	9	56	4	25	2	13	544	16	6	56	25	13	544	14015	12	52	24	13	546
<b>Gender</b>																						
Female	11	1	9	7	64	2	18	1	9	547	11	9	64	18	9	547	6767	11	51	24	13	546
Male	5	0	0	2	40	2	40	1	20	539	5	0	40	40	20	539	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1755	1	37	39	23	538
No	15	1	7	9	60	3	20	2	13	545	15	7	60	20	13	545	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	0										0						464	58	40	2	0	564
No	16	1	6	9	56	4	25	2	13	544	16	6	56	25	13	544	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Mount Desert School Department  
 School: Mt Desert Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	6	39	29	25	539
B. less than one hour	63	1	10	6	60	3	30	0	0	548	63	10	60	30	0	548	66	12	52	24	12	546
C. one to two hours	38	0	0	3	50	1	17	2	33	539	38	0	50	17	33	539	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	31	0	0	3	60	1	20	1	20	541	31	0	60	20	20	541	38	16	56	19	8	549
B. They match some of what I have learned.	56	1	11	5	56	3	33	0	0	547	56	11	56	33	0	547	48	9	53	26	12	545
C. They match just a little of what I have learned.	13	0	0	1	50	0	0	1	50	541	13	0	50	0	50	541	10	6	37	32	24	539
D. There is no match.	0										0						3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	38	1	17	3	50	1	17	1	17	547	38	17	50	17	17	547	31	24	54	14	8	552
B. good	50	0	0	5	63	2	25	1	13	543	50	0	63	25	13	543	47	8	55	25	12	545
C. fair	13	0	0	1	50	1	50	0	0	539	13	0	50	50	0	539	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	25	1	25	2	50	0	0	1	25	546	25	25	50	0	25	546	18	5	42	30	22	540
B. about the same as my regular schoolwork	75	0	0	7	58	4	33	1	8	544	75	0	58	33	8	544	66	11	55	23	11	547
C. easier than my regular schoolwork	0										0						17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	6	0	0	1	100	0	0	0	0	556	6	0	100	0	0	556	21	10	48	26	16	544
B. two or three days a week	38	1	17	3	50	1	17	1	17	545	38	17	50	17	17	545	36	13	54	23	10	547
C. two or three times each month	56	0	0	5	56	3	33	1	11	543	56	0	56	33	11	543	27	12	54	23	11	547
D. never or almost never	0										0						15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						7	12	44	25	19	543
B. two or three days a week	19	0	0	1	33	2	67	0	0	542	19	0	33	67	0	542	30	13	53	23	11	547
C. two or three times each month	69	1	9	7	64	2	18	1	9	547	69	9	64	18	9	547	34	12	54	23	10	547
D. never or almost never	13	0	0	1	50	0	0	1	50	535	13	0	50	0	50	535	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	0										0						7	7	40	25	28	539
B. 30–45 minutes	25	0	0	1	25	2	50	1	25	534	25	0	25	50	25	534	31	7	49	29	15	543
C. 45–60 minutes	75	1	8	8	67	2	17	1	8	548	75	8	67	17	8	548	40	12	55	23	10	547
D. more than 60 minutes	0										0						23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: Mount Desert School Department  
School: Mt Desert Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	2 0	15 0	2 0	15 0	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	7 12	54 75	7 12	54 75	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	4 4	31 25	4 4	31 25	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	0 0	0 0	0 0	0 0	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	<b>20</b>	<b>100</b>	12.1	60.5	12.1	60.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	<b>12</b>	<b>60</b>	6.2	51.7	6.2	51.7	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	<b>8</b>	<b>40</b>	5.9	73.8	5.9	73.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: Mount Desert School Department  
 School: Mt Desert Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	16	0	0	12	75	4	25	0	0	542	16	0	75	25	0	542	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	15	0	0	12	80	3	20	0	0	543	15	0	80	20	0	543	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										2						2372	0	12	72	16	529
No	14	0	0	12	86	2	14	0	0	543	14	0	86	14	0	543	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	16	0	0	12	75	4	25	0	0	542	16	0	75	25	0	542	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	3										3						5435	0	32	61	7	535
No	13	0	0	10	77	3	23	0	0	542	13	0	77	23	0	542	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	16	0	0	12	75	4	25	0	0	542	16	0	75	25	0	542	13967	0	43	52	4	538
<b>Gender</b>																						
Female	11	0	0	9	82	2	18	0	0	543	11	0	82	18	0	543	6750	1	55	43	2	540
Male	5	0	0	3	60	2	40	0	0	541	5	0	60	40	0	541	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	1										1						1745	0	26	69	5	534
No	15	0	0	11	73	4	27	0	0	542	15	0	73	27	0	542	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	0										0						464	2	74	23	0	545
No	16	0	0	12	75	4	25	0	0	542	16	0	75	25	0	542	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 5  
 SAU: Mount Desert School Department  
 School: Mt Desert Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						5	0	29	57	14	533
B. less than one hour	63	0	0	9	90	1	10	0	0	544	63	0	90	10	0	544	66	0	44	52	3	538
C. one to two hours	38	0	0	3	50	3	50	0	0	540	38	0	50	50	0	540	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	19	0	0	3	100	0	0	0	0	546	19	0	100	0	0	546	25	1	54	42	3	540
B. good	63	0	0	8	80	2	20	0	0	542	63	0	80	20	0	542	50	0	46	51	3	538
C. fair	13	0	0	1	50	1	50	0	0	539	13	0	50	50	0	539	22	0	29	65	6	535
D. poor	6	0	0	0	0	1	100	0	0	538	6	0	0	100	0	538	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	6	0	0	0	0	1	100	0	0	536	6	0	0	100	0	536	14	0	33	56	10	535
B. about that same as my regular schoolwork	75	0	0	10	83	2	17	0	0	543	75	0	83	17	0	543	65	0	45	52	3	538
C. easier than my regular schoolwork	19	0	0	2	67	1	33	0	0	543	19	0	67	33	0	543	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											